



Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide ~ Unit Plan

Course Title/ Course #: Virginia and United States History

Unit Title/ Marking Period # (MP): 1920's/Great Depression

Start day: Jan 4th

Meetings (Length of Unit): 10

Desired Results ~ What will students be learning?

Standards of Learning/ Standards

VUS.10A The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

- a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values.
- b) assessing the causes and consequences of the stock market crash of 1929.
- c) explaining the causes of the Great Depression and its impact on the American people.
- d) describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.

Essential Understandings/ Big Ideas

- How did radio, movies, newspapers, and magazines promote challenges to traditional values?
- What caused the stock market crash of 1929?
- What were consequences of the stock market crash of 1929?
- What were the causes of the Great Depression?
- How did the depression affect the lives of Americans?
- How did the New Deal attempt to address the causes and effects of the Great Depression?
- What impact did the New Deal have on the role of the federal government?

Key Essential Skills and Knowledge

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Essential Knowledge:**Mass media and communications**

- Radio: Broadcast jazz and Fireside Chats
- Movies: Provided escape from Depression-era realities
- Newspapers and magazines: Shaped cultural norms and sparked fads

Challenges to traditional values

- Traditional religion: Darwin's Theory, the Scopes Trial
- Traditional role of women: Flappers, 19th Amendment
- Open immigration: Rise of new Ku Klux Klan (KKK)
- Prohibition: Smuggling alcohol and speakeasies

Causes of the stock market crash of 1929

- Business was booming, but investments were made with borrowed money (overspeculation).
- There was excessive expansion of credit.
- Business failures led to bankruptcies.
- Bank deposits were invested in the market.
- When the market collapsed, the banks ran out of money.

Consequences of the stock market crash of 1929

- Clients panicked, attempting to withdraw their money from the banks, but there was nothing to give them.
- There were no new investments.

Causes of the Great Depression

- The stock market crash of 1929 and collapse of stock prices
- Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation
- High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act)

Impact of the Great Depression

- Unemployment and homelessness
- Collapse of financial system (bank closings)
- Decline in demand for goods
- Political unrest (growing militancy of labor unions)
- Farm foreclosures and migration

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New Deal (Franklin Roosevelt)

- This program changed the role of the government to a more active participant in solving problems.
- Roosevelt rallied a frightened nation in which one in four workers was unemployed. (“We have nothing to fear, but fear itself.”)
- Relief measures provided direct payment to people for immediate help (Works Progress Administration—WPA).
- Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration—AAA).
- Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation—FDIC).
- Social Security Act offered safeguards for workers.

The legacy of the New Deal influenced the public’s belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.

Essential Skills:

- *Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)*
- *Formulate historical questions and defend findings, based on inquiry and interpretation. (VUS.1c)*
- *Develop perspectives of time and place. (VUS.1d)*
- *Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)*
- *Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)*
- *Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (VUS.1i)*

Vocabulary

Academic

- AAA
- Black Tuesday
- Bootlegging
- CCC
- Communism
- Dust Bowl
- FDIC
- Federal Reserve

Content

- Analyze
- Evaluate
- Bias
- Objective
- Cultural
- Economic
- Social
- Physical

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<ul style="list-style-type: none"> • Fourteen Points • Hooverville • New Deal • Smoot-Harley Tariff • Social Security Act • Speakeasy • Tariff • WPA 	<ul style="list-style-type: none"> • Political • Antonym • Synonym • Illustration • Primary Source • Secondary Source
<i>Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?</i>	
<u>Assessment/ Evidence</u>	
<ul style="list-style-type: none"> • Students will collect a photo gallery of pictures from the Great Depression and create a collage that demonstrates the impact of the Great Depression on the American people. The collage will be evaluated on a 100 point rubric (80% mastery). The rubric will measure how the correctly the SOL Essential Question was answered, creativity, neatness, and overall appearance • Students will design their own New Deal Program to address governmental problems that exist in the 21st century. The program must change the relationship between people and government similar to FDR's New deal programs. The student will create a poster for their program. The poster must include a title for the program and inform the reader of the problem, how it works, and how it changed government. The poster will be evaluated on a 100 point rubric (80% mastery). The rubric will measure how the correctly the SOL Essential Question was answered, creativity, neatness, and overall appearance • Students will create a TIME magazine cover that answers the essential question How did radio, movies, newspapers, and magazines promote challenges to traditional values? The cover will be judged on a 100 point rubric (80% mastery). The rubric will measure how the correctly the SOL Essential Question was answered, creativity, neatness, and overall appearance • Quizzes • Interactive Achievement 	

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<i>Learning Plan ~ What are the strategies and activities you plan to use?</i>	
Learning Experiences/ Best Practices	
Learning Experiences	Instructional Strategies
<ul style="list-style-type: none"> Students will use I.D.E.A/S strategy to analyze objective vocabulary Teacher will lead notes from power point/youtube videos on: <ol style="list-style-type: none"> <i>analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;</i> <i>assessing the causes and consequences of the stock market crash of 1929;</i> <i>explaining the causes of the Great Depression and its impact on the American people;</i> <i>describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.</i> Students will use the I.D.E.A.S (Illustration/Definition/Evaluation/Antonym/Synonym) and Flocabulary videos to learn vocabulary related to the WWI, the 1920's and the Great Depression. Students will identify important people and places during the WWI, the 1920's and the Great Depression. Students will complete a map activity showing immigration patterns during this period by following directives Students will complete a graphic organizer demonstrating the cultural changes brought about during the 1920's due to technological advances in mass media. The graphic organizer will compare the differences in American culture in the 1800's and the 1920's. Students will complete the Library of Congress Cartoon Analysis tool to analyze various political cartoons relevant to 1920's and the Great Depression. 	I.D.E.A/S strategy Cornell notes Cooperative groups Stations S.O.A.P.S. primary document analysis Venn Diagrams (Circular and List) Writing prompts Analyze videos Exit tickets

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- Students will answer questions about selected United Streaming video clips on the 1920's and the Great Depression reinforcing graphic organizer notes. Video Clips will include: *1920's, Prohibition, Scopes Trial, Stock Market Crash, Poverty and Unemployment, Hoover Damn, and The New Deal*
- Students will complete a writing activity requiring them to incorporate 20's slang in a description of their daily life.
- Students will analyze pictures from the Great Depression to assess the impact of the Depression on American Lives Library of Congress
- Students will complete a graphic organizer illustrating the cause/effect relationship between the New Deal programs and the problems it solved.
- Students will research and analyze New Deal Programs requiring them to evaluate the purpose of each New Deal program (relief, recovery, or reform).

Technology Integrations

- Laptop Research
- Power point
- Word Processing
- Cameras
- Photo Editing Applications

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Resources

RPS High Yield Activities VUS.10 - <http://rpshistory.weebly.com/high-yield-activities.html>

Library of Congress Primary Sources VUS.10B–

<http://www.loc.gov/teachers/standards/materials.php?standards=state&gr=11&iStandardId=d561a747-0c1f-4f37-a769-a8e95bcadd4e&st=VA&su=Social+Studies>

Library of Congress Primary Sources VUS.10C –

<http://www.loc.gov/teachers/standards/materials.php?standards=state&gr=11&iStandardId=a8a481a9-81c6-41a9-a437-3956620e84cc&st=VA&su=Social+Studies>

Library of Congress Primary Sources VUS.10D–

<http://www.loc.gov/teachers/standards/materials.php?standards=state&gr=11&iStandardId=f09cc596-1e4c-4955-8d81-06b743cfda31&st=VA&su=Social+Studies>

Youtube

Roaring 1920's –

<https://www.youtube.com/watch?v=VfOR1XCMf7A&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=33>

Great Depression – <https://www.youtube.com/watch?v=GCQfMWAikyU&index=34&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

New Deal - <https://www.youtube.com/watch?v=6bMq9Ek6jnA&index=35&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

United Streaming

America in the 1920's - <http://app.discoveryeducation.com/player/view/assetGuid/FB3F882C-B47C-45FB-9044-D60576F1D56C>

Great Depression and New Deal - <http://app.discoveryeducation.com/player/view/assetGuid/BCE391EC-4B31-42B9-8B5C-87F7EB97B2F1>

Flocabulary

1920's - <https://www.flocabulary.com/jazz-age/>

FDR Inaugural Address 1932 - <https://www.flocabulary.com/the-great-depression/>

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Women's Rights - <https://www.flocabulary.com/womens-rights/>

Cross Curricular Connection

- Students will complete a writing activity requiring them to incorporate 1920's slang in a description of their daily life.
- Students will use writing prompts to answer the SOL Essential Questions in essay format

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